****Student Name(s)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Final Grade\_\_\_\_\_\_\_\_****

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|  | **Research Questions** | **Information Seeking/Selecting and Evaluating** | Analysis | **Synthesis** | **Documentation** | **Product/Process** |
| **4** | Student(s) posed a thoughtful, creative question that engaged them in challenging research. The question breaks new ground or focussed on specific areas. | Student(s) gathered information from a variety of quality electronic and print sources, including appropriate licensed databases. | Student(s) carefully analysed the information collected and drew appropriate and inventive conclusions supported by evidence. Voice of the student writer is evident. | Student(s) developed appropriate structure for communicating product, incorporating variety of quality sources. Information is logically and creatively organized with smooth transitions. | Student(s) documented all sources, Sources are properly cited, Documentation is error-free. | Student(s) effectively and creatively used appropriate communication tools to convey their conclusions and demonstrated thorough, effective research techniques. Product displays creativity and originality. |
| **3** | Student(s) posed a focused question involving them in challenging research. | Student(s) gathered information from a variety of relevant sources--print and electronic | Student (s) product shows good effort was made in analysing the evidence collected | Student(s) logically organized the product and made good connections among ideas | Student(s) documented sources with some care, Sources are cited, both in-text/in-product and on Works-Cited/Works-Consulted pages/slides. Few errors noted. | Student(s) effectively communicated the results of research to the audience. |
| **2** | Student(s) constructed a question that lends itself to readily available answers | Student(s) gathered information from a limited range of sources and displayed minimal effort in selecting quality resources | Student(s) conclusions could be supported by stronger evidence. Level of analysis could have been deeper. | Student(s) could have put greater effort into organizing the product | Student(s) need to use greater care in documenting sources. Documentation was poorly constructed or absent. | Student(s) need to work on communicating more effectively |
| **1** | Student(s) relied on teacher-generated questions or developed a question requiring little creative thought. | Student(s) gathered information that lacked relevance, quality, depth and balance. | Student(s) conclusions simply involved restating information. Conclusions were not supported by evidence. | Student(s) work is not logically or effectively structured. | Student(s) clearly plagiarized materials. | Student(s) showed little evidence of thoughtful research. Product does not effectively communicate research findings. |